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ABSTRACT

From August 12, 1987 to June 30, 1988, Rock Valley College, in cooperation with the Rockford Area Literacy Council and the college's English Language Study Center, administered a state grant entitled "Private Sector Partnerships for English Literacy." The goal of this project was to recruit and provide tutoring and classes for students of English second language literacy in their workplaces. The college-agency partnership functioned well, with each partner meeting its stated objectives. During the year, the project trained nine teachers of English as a Second Language (ESL), six of whom are actively teaching in the workplace. The project partners negotiated with management in 14 companies, tested the entire work force in 2 of the companies, and provided classes for 106 ESL students in 7 companies. All tuition, classroom space, textbooks, and in some cases, work release time were funded by the private sector for 86 of the ESL students. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 318272

Rock Valley College
Private Sector Partnerships
for
English Literacy

Final Report

August 12, 1987 - June 30, 1988

Susan Frost, Private Sector Liaison
Connie Frazier, Basic Skills Program Director

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INTRODUCTION

From August 12, 1987, to June 30, 1988, Rock Valley College, in cooperation with Rockford Area Literacy Council and the English Language Study Center at Rockford College, has administered an Illinois State Board of Education Special Project Grant entitled, "Private Sector Partnerships for English Literacy". The goal of this project was to recruit, provide tutoring, and provide classes for English As a Second Language literacy students at their places of employment. The Partnership has functioned exceptionally well in 1987-88, with each partner carrying out the stated objectives.

During this year Private Sector Partnerships trained nine ESL teachers, six of whom are actively teaching in the workplace. The project partners negotiated with management in fourteen companies, tested the entire workforce in two of these companies, and provided classes for 106 ESL students in seven companies. All tuition, classroom space, textbooks, and, in some cases, work release time was funded by the private sector for 86 of those students (attending for varying numbers of credit hours.)

OBJECTIVES AND ACTIVITIES

The main goal of the 310 Project for fiscal year 1987-88 was to expand English As a Second Language workplace literacy instruction by initiating a partnership among Rock Valley College, the Rockford Area Literacy Council, the English Language Study Center at Rockford College, and the private sector. Nine objectives were formulated and divided into procedures.

The first objective was to contact twenty targeted firms in the private sector which have had high percentages of LEP employees. Information was gathered from Rockford Area Literacy Council files which produced names of companies hiring workers with a low level of English literacy. The Private Sector Liaison developed a survey with a cover letter that was sent to 180 area companies. Follow-up phone calls were made to those companies which appeared in the files but did not initially respond to the survey. To date, thirty-one companies replied to the survey (17%), eleven requesting more information or indicating that they wanted a meeting.

The second objective was to assess the need for ESL training in those companies which were receptive to the survey. Meetings with management were held in 14 companies and one church. Of the 15 meetings:

3 terminated negotiations;

4 postponed a decision until Fall, 1988;

8 companies remained active;

7 established classes;

2 requested testing of the entire workforce

Of the seven companies that started classes this year, three paid release time for workers. In addition, Pillsbury/Green Giant

made it possible for spouses to attend classes; Mid-West Plating paid 25 workers for the time they spent in class in addition to their usual twelve hour shift pay. Woodward Governor pays overtime for the time outside work hours that students are in class. All of the companies provided a room and some supplies. Most paid for books.

The third objective, "to recruit students", was very successful. In all active companies, the Liaison and Bilingual Assistant requested and were allowed to hold informal meetings with employees, either one-to-one interviews or small group presentation. In every case, the students were eager to take classes. Only one company refused the informal meeting with employees.

The fourth objective, "to assign tutors for ESL students reading from 0 to 3.9 grade level", was not accomplished because of a lack of ESL tutors. We did not anticipate that of the 106 students recruited by our partnership, approximately 80 per cent were below 3.9 grade level. Several ESL tutors have worked as assistants in workplace classes throughout the year, however, and our goal is to continue to place volunteers in classes under the supervision of workplace teachers.

Pillsbury/Green Giant recruited five tutors which were trained and placed by the Rockford Area Literacy Council. A tutor training workshop was scheduled for Chrysler Corporation in May, 1988, after a proposal for funding was written to and accepted by the UAW-Chrysler Joint Training Committee. Twelve Chrysler employees expressed an interest in becoming tutors. However, they were recruited from three separate shifts, making too small a group for training. The Liaison will recruit again in the fall.

The fifth objective was to oversee the hiring of workplace ESL teachers. Brian MacKay of the English Language Study Center trained a class of nine teachers for ESL workplace teaching. Six of those teachers have been active in companies this year. Half of the tuition for training was paid by the Rockford Area Literacy Council for three of the teachers. The remaining tuition was paid by the teachers themselves.

Testing was included as part of the fifth objective. One-hundred-six ESL students were interviewed and tested individually for placement in classes. In addition, Pillsbury/Green Giant and Rockford Bolt and Steel requested that tests be given for American born as well as ESL students. In Pillsbury/Green Giant, 57 students were tested for a Basic/ESL mixed class using the Test of Adult Basic Education Locator and tests. Rockford Bolt requested testing for the entire workforce. Forty-six workers were interviewed and tested using the SORT test. The grand total of students tested in the workplace literacy project this year is 203.

In addition, readability studies were done on materials from five companies in order to determine required reading level.

The sixth objective, "to oversee curricula development", was expanded in the proposal for FY 1988-89. This year, classes were purchased by the companies in the smallest unit of education available, and companies expected demonstrable results before renewing. Some materials and tests were created by the Liaison and workplace teachers. An attempt was made to individualize curricula and materials at each site. However, it was determined that curriculum modules with pre-determined topics and built-in evaluations are needed for next year (see "Observations" from Interim Report, attached).

The major project in curriculum development was created for Chrysler Corporation by the English Language Study Center, consultant for the project. This curriculum for computer-assisted learning was developed to compliment goals and objectives of the ESL workplace class. Since the Chrysler ESL class does not meet in the summer, the new curriculum will be used for the first time in the fall, 1988. (See attachments for a report on ELSC's participation.) Also, textbooks for workplace classes were reviewed and selected by the consultant and Liaison.

The next objective of FY 1987-88 was to develop a testing program and teacher training program, both with the assistance of the English Language Study Center. Upon further consideration, it was determined that the ELSC could not administer standardized tests or train teachers without additional charges. The ELSC has proposed testing at two intervals (intake and end of class) for \$25.00 per student. Woodward Governor has requested this service for the summer session, 1988. In addition, the ELSC has provided advice about teacher-made tests to the Private Sector Liaison. In the fall, 1987, the ELSC began a teacher training survey course for certified teachers who were interested in becoming ESL workplace teachers. The classes ran sixteen weeks, two meetings per week, for a fee of \$400.00 per student. Nine student/teachers attended. The ELSC plans to hold this class again if and when it becomes accredited by the State of Illinois.

The last objective for FY 1987-88 was "to assess the project". Project results have been primarily qualitative (for example, see "Oral Comments", attached). Different criteria were used to evaluate each company's program, and the report for this objective will address each company individually.

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ASSESSMENT OF WORKPLACE PROGRAMS IN EACH COMPANY

Chrysler Corporation has held ESL classes during the fall and spring semesters since January, 1987. The Education and Training Counselor has renewed his commitment to hold classes again in the fall, 1988. As further evidence of the support from Chrysler Corporation for the program, the Training Counselor spoke on behalf of Private Sector Partnerships at the Partnerships for Literacy V Conference held in Springfield, IL, on May 26, 1988. The ESL students meeting at the Chrysler Assembly Plant in Belvidere, IL, are funded by the Joint Committee for Education and Training, UAW-Chrysler. These classes have the full support of the UAW President of Local 1268, Mr. Bob Kruger. Twenty-two workers have been enrolled in the ESL classes at various times since January, 1987. Seven additional workers have been tutored individually in the Rockford Area Literacy Council program.

Mid-West Plating renewed the contract for classes twice, holding a total of three one-credit courses. This non-union metal plating company paid release time for twenty-five Hispanic, ESL workers for two of the courses. Negotiations will resume in the fall concerning continuation of classes.

A student inventory conducted by the Bilingual Assistant revealed that all students would attend classes again in the fall if release time were paid. Problems with child care and transportation arose when release time was not paid and when workers had to attend classes after a twelve hour shift (during the third session). Other comments by the students were recorded with their permission and sent to the owner-manager of Mid-West Plating (see

attachments). Several teachers-made tests were used and results recorded.

Pillsbury/Green Giant was one of the pilot projects with business and industry which started in 1986. The Human Resources Director at Green Giant in Belvidere, Illinois, has been extremely supportive of the literacy effort and spoke on behalf of our project at the Partnerships for Literacy V Conference in Springfield on May 26, 1988. This year, Pillsbury/Green Giant requested that the Rockford Area Literacy Council test a department of ESL and American-born workers for placement in a combined class. Fifty-seven workers were tested, and a combined ESL/Basic Reading class was formed which has continued and which refers students to GED classes after completion. Also this year, a tutor training workshop was held on-site at Pillsbury/Green Giant which yielded five tutors who are teaching five Pillsbury employees.

Rockford Bolt and Steel responded to the survey by requesting an assessment of their entire workforce. Four staff members interviewed and administered the SORT test to 46 line workers, a combined group of American and foreign born (see attachments). Recommendations have been made for a GED class. Negotiations are still in progress for ESL classes or referrals.

Spider Company, specifically the owner/managers, have a strong commitment to the education and training of their Hispanic employees. The company purchased one two-credit-hour class in the spring and recently purchased a two-credit-hour summer session. The students attend classes after work hours on a voluntary (but

"strongly recommended") basis. The owner/managers have been encouraged to visit the classes, and feedback from them has been excellent. This small metal finishing company has a total workforce of approximately 33, half of which are Hispanic men and women. Fifteen students were interviewed and tested using the ESLOA and where appropriate, the SORT test (twelve were unable to take the SORT). Many of the students were not literate in Spanish. Fortunately the owner/managers of Spider Company understand language acquisition and have made a commitment to long-term English education. Assessment has not been repeated with the ESLOA and SORT tests. Recently the owners were filmed by the Illinois Secretary of State's Office on behalf of our literacy in the workplace program.

Stonegate Nursery began classes with fourteen workers who were migrant seasonal agricultural workers from Mexico. The purpose of classes at Stonegate was to teach survival skills and to encourage the workers to obtain resident cards for legalization. The Bilingual Assistant and workplace teachers referred the class to the nearest QDE and explained directions and procedures in Spanish. After the class, all but one worker began the legalization process.

Intake tests were the ESLOA and, where possible, the SORT. Assessment on class work was accomplished by teacher-made tests. No re-testing was done on the ESLOA or SORT.

Woodward Governor was a participant in the Rockford Area Literacy Council's pilot program with business and industry in the spring of 1987. At that time, classes were established on-site in the workplace, but no workplace curriculum was developed, no testing

was done, and the teacher was hired privately. Negotiations resumed with the company in the spring of 1988, and classes were established in June, 1988, for a two-credit-hour summer session, under the terms of the 310 Private Sector Partnerships Grant. Meetings with personnel and with supervisors helped assess the company's needs. Next, the ELSC tested oral and written skills (for their fee), using standardized tests.

Special topics and materials were chosen for this class by the Liaison and consultant. Since pronunciation was perceived as a major problem, tapes and workbooks on pronunciation are being used in addition to the workplace materials and text. Materials such as the Member's Manual (company philosophy) have been sent to the teachers to be used in developing lesson plans. Final testing will be done by the ELSC upon completion of the class.

Zion Lutheran Congregation of Lao Workers requested an English class at the church since many Lao members live in the surrounding neighborhood. The original six students increased to twenty, and realizing that this group of students needed workplace literacy and that they were unable to pay for classes, Rock Valley College funded a small group tutoring session for five weeks. Seventeen of the students were interviewed and tested individually using the ESLOA and/or the SORT tests. Because five weeks was too short a time for measurable results on these tests, the students were not re-tested. Some of these students are now working with two RALC trained volunteers. However, the literacy level is very low and the economic need is very high for this group. They need free and accessible classes.

In conclusion, when assessing this workplace program, the first criterion should be whether the goals of the customer are being met. In most cases, the customer is company management. If they do not hire us, we cannot accomplish any other objectives. Standardized test results may be one component in justification of the program. However, ultimately it is the relationship between the workplace partnership and the company which determines success or failure of the program. (see additional comments attached, "The Adult Educator", p.2)

Community and employer/employee awareness of workplace literacy was enhanced by an interview broadcast in June of 1988. Topics included benefits to business/industry and workers, the role of the Rockford Area Literacy Council, experiences of a workplace instructor, and avenues for workplace literacy assistance (see tape, "Panorama").

OBSERVATIONS

Some general observations compiled by the partners in the Private Sector Partnerships project may be of interest to other workplace programs. In some cases, the response to our initiative has been overwhelming, as in the case of large companies that want a complete literacy program, not just ESL. At this point, the strengths of this project greatly outweigh the difficulties. However, some problems and some strengths are worth consideration.

The most obvious issue with regard to workplace ESL classes is cost. Because the private sector must be certain of monetary value, there is the problem of short-term commitments on the part of the company.

Some small businesses cannot afford even low-priced educational programs. For example, a woodworking company in Rockford, IL, employs 20 Lao workers who need ESL classes. Because of changing shifts and long hours it is nearly impossible for them to attend Public Adult Education ESL classes offered in this area. The company is new and growing and needs new equipment. English literacy classes would enable the workers to be trained on the new machines in much less time. However, the company cannot afford everything at once. Small business matching funds from the state would allow them to take advantage of our workplace literacy program.

Some small, owner-managed, non-union factories have budgets for short-term but not long-term educational programs. Midwest Plating and Spider Company are metal plating and finishing companies in which half of the workforce is Hispanic. They have contracted with Private Sector Partnerships for one credit hour of instruction at a time (15 classroom hours) with the possibility of more classes if results are apparent. (Midwest plating has contracted for a second session, and Spider Company's first class has just begun.) The difficulty lies in writing curricula for short-term (5 week) sessions. Visiting the companies, determining literacy problems, getting to know workers and management, and developing materials takes a tremendous amount of time . . .

effort for relatively little commitment on the part of the company.'

As a corollary to the difficulty of short-term commitments is the difficulty of demonstrating progress after each 15 hours of class. Surprisingly, a considerable amount of progress is demonstrable after the first session. In the first session, students learn to use English skills they already possess, and the focus of the curriculum is on oral skills. The results of the employees' success are evident as they gain confidence, and communication among supervisors and workers increases. In the second session, however, the work becomes more difficult as the focus shifts to the basic skills necessary to begin learning to read and write (i.e. phonics, language experience). In this session, progress is not as evident to the employer. It is during this crucial period that the employer must be convinced that the time put into basic skills is necessary and will have long term effects on the productivity of the workers.

Needs of ESL instructors and students in the workplace have suggested changes in College policies and procedures which would enhance the project. Preferably, ESL courses should be repeatable and variable in credit, allowing concept mastery to dictate class length. Current academic standards at the College require that ESL classes receive a letter grade - a change to pass/fail status is being pursued. Because materials and texts are often needed on short notice, the College purchasing system cannot always respond to requests as quickly as desired. In addition, the only way to pay instructors for hours spent on workplace curricula development is to pass that cost along to business/industry. Thus far, we have hesitated to increase those fees.

One final difficulty is that English-speaking workers are somewhat disgruntled that they have not been offered the same benefit of paid release time for classes as their Hispanic co-workers. Even though this is a problem for some companies, the project partners feel that the ESL classes have provided a positive influence on all workers.

A major strength of this project is the participation of LEP workers. There have not been problems with student recruitment

at any company. If the partners can sell the programs to management, we have, without fail, registered nearly all the eligible students. The success in this area is directly due to the assistance of Mary Reyes, translator and enthusiastic co-worker in the project. An additional reason is that there is no stigma attached to ESL students attending literacy classes, as there might be in ABE classes.

A second positive aspect of this program is that some companies want a few, very specific, job-related abilities to be taught, and those very specific tasks can be learned by the workers and put to use immediately (see Midwest Plating outline in attachments). Furthermore, some companies want survival skills taught rather than job-related skills (i.e. Stonegate Nursery). In those cases, the curriculum is very simple to select.

The project partners feel we have made significant progress toward the stated objectives. At this point, the strengths of our program greatly outweigh the problems, and we will continue in this cooperative effort to provide literacy services to LEP employees in the Rock Valley College district.

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**ENGLISH LANGUAGE STUDY CENTER
AT
ROCKFORD COLLEGE

ROCKFORD, ILLINOIS**

REPORT ON 310 GRANT PARTICIPATION

BY
BRIAN R. MACKAY
DIRECTOR
ENGLISH LANGUAGE STUDY CENTER

JULY 25, 1988

ENGLISH LANGUAGE STUDY CENTER



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On August 12, 1987, the English Language Study Center at Rockford College in cooperation with the Rockford Area Literacy Council and Rock Valley College was selected to participate in a grant to help local companies establish literacy programs for their foreign born workers. As stated in our letter to local business leaders, the project, called Private Sector Partnerships for English literacy, was "funded by the state for several reasons. First, the project is a cooperative effort by three providers of adult education in the Rockford area. Second, the Immigration Reform and Control Act of 1986 requires that applicants for citizenship demonstrate competence in English or proof they are pursuing a course of study in English. Third, because of changing technology in Rockford, employees need re-training which usually requires reading."

The role which the English Language Study Center (ELSC) played was one of an instigator, an observer, and a designer. The total amount of hours that the ELSC participated in the project was 60.65. Along with Susan Frost of the Rockford Area Literacy Council, Brian MacKay of the ELSC was able to help develop several literacy and ESL training programs at local companies. Curriculum materials and schedules were designed and set up by Mr. MacKay for training programs at such companies as Midwest Plating Company and Spider Company. Mr. MacKay accompanied Susan Frost to help establish training programs at Rockford Memorial Hospital, Chrysler, and Woodward Governor.

The ELSC was also involved in a rather large curriculum design project. The Chrysler Corporation in Belvidere was selected as the company for the project. Several visits to the company were made including a visit at which time the company photographer took many pictures of signs, tools, and machines for the ELSC. The ELSC wanted to develop a core of materials to be used by a company such as Chrysler. These materials could then be used by a variety of students.

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The materials which were developed by the ELSC included work in many of the following areas:

- job specific terminology
- functions/task performance
- safety and health
- clarification
- following directions/instructions
- greeting co-workers
- reporting problems
- pronunciation
- printed information/communication
- personnel manuals

Newsletters, pamphlets, and informational flyers were picked up from Chrysler in order to incorporate them in the curriculum. Interviews with section chiefs, managers, and several employees were held.

The curriculum project included extensive vocabulary development sections. Technical words plus "every day" English words are introduced in each unit. Quick grammar notes are also included to help the student see how the words function in context. Exercises including combining exercises, sentence formation, dialog construction, and synonym expansion exercises are in each unit. Other helpful exercises such as completion exercises with the phrase "What would you say if . . ." are presented in each unit to help the students with their conversation skill.

The ELSC also developed a computer-assisted language learning program. By using the Versatext Authoring System of ICD Corporation, the ELSC was able to put together a tailor-made reading program using Chrysler manuals and brochures. Versatext Authoring System is a great system for

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developing reading materials for non-native English speakers. The employees at Chrysler will be able to use our program in the Chrysler IBM PC Lab in Belvidere. Not only will they be able to improve their reading skills and vocabulary but also their reading speed. A variety of exercises are included in the program to help the students review the newly learned vocabulary.

The projects and the programs developed by the English Language Study Center will be useful for many individuals. We are proud and honored to have been able to participate in this very important grant.

ORAL COMMENTS FROM UAW CHRYSLER ENGLISH AS A SECOND LANGUAGE
CLASS, FALL, 1987

1. How did you like the English class?

Representative Answers:

"The class was good and interesting. I liked it very much."

"The teacher made the class interesting. We liked our teacher."

"I want to learn how to write words to be able to take other courses, like computers."

"I wish there were more people interested in taking this class so it can continue."

"The teacher explains everything with a lot of patience."

"I thought [the classes] were great!"

2. Do you plan to continue with ESL classes?

All answers: Affirmative.

"Yes, I will inform my friends about the class also."

"I want to learn more."

"Yes, of course, it is necessary."

3. Have you noticed an improvement on the job after taking the ESL classes?

"I can recognize words I didn't know before like some car parts, security and emergency signs."

"I have not returned to work. Maybe when I return to work I will notice some difference."

"Yes, I can explain things and be understood."

"I have been able to express myself and be understood."

4. What is an example of something you have learned and have used on the job?

"I have learned how to write for computer classes."

". . . Words I have learned and used in conversations."

"We can answer and speak without fear."

"I have asked my foreman questions and have been able to answer his questions."

"I have been able to carry a conversation in English and I have been more confident."

"I am more experienced in the way I talk. It is easier to express my own feelings."

5. Would you mind if we give your teacher (Victor Barnard) and the Education and Training Counselor (Bill Van Howe) a copy of this report?

"No, I would not mind. In fact, the classes have helped me a lot."

"No, we would let anyone know. We feel good we have been able to make some progress."

"Yes, I would like for them to know the progress I've made."

Susan Frost and
Mary Reyes,
Rockford Area Literacy Council

12/30/87

Rockford Area PROJECT Literacy Council



Questions To MID-WEST PLATING E.S.L. Students

1. How did you like the English classes?

I liked it very much. What I learned in the class has helped me. I practice at home with my children. I continue to use my books.

I was pleased with the class. I did learn some English. After the night class was changed to the begining of our shift, it was very difficult for me to attend classes.

I liked the class very much. I feel that we were learning and making some progress.

I liked the class, and the teacher was very nice. She was very patient and understanding.

The class helped me alot, I really enjoyed it. When classes were changed to the begining of the start of our shift, I could not attend this hrs. because I had to take care of my daughter until my wife got home from work. By the time I would get to work classes would almost be over with.

The classes to me were very special. What I learned I will never forget. I am very grateful and give thanks to my Teacher whom I think is very specia and to the people that gave us the opportunity ot learn some English.

I was glad to be given the opportunity to learn English. I would like to continue with another class. I feel that I learned alot.

2. Do you plan to continue with E.S.L. classes?

Yes, I would like to continue if possible. I think that it would benefit all of us. Someday like to get a G.E.D.

Yes, if the classes start up again I plan to sign up.

Yes, I plan to continue with English classes. I hope that they do start up again here at the plant, I need to learn more English. It would really help me alot.

Yes, I want to better my self.

Yes, the last class helped me alot. There is so much to learn.

All responses were yes.

3. Have you noticed an improvement on the job after taking the E.S.L. class?

I can speak to my foreman, and also as for things that I need.

I can understand better and also be understood when I am speaking.

Rockford Area PROJECT Literacy Council



CONTINUED - PAGE 2

I can now understand a little more than before.

Yes, I can understand some of the things that are being said. Although it is very difficult for me to pronounce some of the words, I try the best I can.

Yes, I can write more than what I used to. There are some words in the plant I can now recognize and understand the meaning of them.

I learned the alphabet, days of the week. I can at least say "Good Morning" "Thank You" "How are you".

I can express myself a lot more than what I used to.

The things that I learned have helped me here at work and in the community.

4. Can you give me and example of something you learned and have used?

My foreman has more confidence in me and lets me tell the others in my department what to do.

Being illiterate in my own language, I was scared at first but with the help of my teacher I learned the ABC's, months, day of the week, and for the first time I was able to write all the names of my family. I can write my address and telephone #. This was a big accomplishment for me and it made my family very proud of me.

At the beginning of our shift we always used to wait for our foreman to tell us what to do. Now I can ask my foreman what my job will be for the start of my shift. I can also ask for supplies on my own.

I can answer some questions. Give my name, address and telephone #.

I am able to say "hello", "Good Morning" to the secretaries, and answer some of their questions.

5. Would you mind if we gave your teacher and Mr. Brogen (head of Mid-West Plating) this report?

No I wouldn't mind. They have noticed the difference.

Yes, please let them know.

Yes, give my report to anyone.

The employees we talked to did not mind at all that their comments be given out to anyone.

Compiled by Maria (Mary) Reyes ESL translator Workplace Literacy
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MID-WEST PLATING COMPANY
ENGLISH LANGUAGE TRAINING PROGRAM

COURSE OUTLINE
AND
SUPPLEMENTAL MATERIALS

provided by

The English Language Study Center
at
Rockford College

Private Sector Partnerships for English Literacy
The English Language Study Center
Rockford Area Literacy Council
Rock Valley College

January 1988

ESL in the Workplace

On August 12, 1987, Rock Valley College in cooperation with the Rockford Area Literacy Council and the English Language Study at Rockford College, was selected to receive a \$10 grant to assist local companies in establishing literacy classes for their Limited English Proficiency (LEP) workers. The project, called Private Sector Partnerships for English Literacy, was funded for several reasons. First, it is a cooperative effort by three providers of adult education in the Rockford area; second, the Immigration Reform and Control Act of 1986 affects many Rockford area employees; and third, pilot programs in the Rockford area proved successful in the spring of 1987.

When selecting specialized ESL teachers for the project, candidates had to have expertise in the industry where the classes would be held. The ESL teacher, as well as the curriculum developer, had to have a thorough understanding of the operation of the factory, the technical vocabulary used, and the LEP's job responsibilities. In addition, the teacher must understand the overall philosophy of the company and their motivation for the class. For example, companies are becoming more concerned about job performance as it relates to liability. Therefore, it is critical to determine whether the major area of concern is the safety of consumer products or whether it is the safety of employees on the job.

Candidates for the project were required to be flexible. Pilot programs have shown that the workplace site is not as stable as a conventional classroom. The company may change classrooms, change the student's shifts, or change the company liaison. Those teachers selected had to be interested in the success of an experimental project and had to be willing to work in a variable environment. They must also attend pretraining sessions and weekly meetings in order to correct problems immediately.

Workplace ESL classes are different from conventional classes because there are functional criteria for the curriculum which are not predetermined. The program may be set up in "modules," for example, "Problem Solving on the Job" or "How to Participate in Meetings." All students have the same basic curriculum with a variety of activities for each level.

Workplace ESL also differs from conventional ESL because the educational provider must demonstrate measurable success to the buyer (the company). This can sometimes prove to be a problem after the first semester. In the first semester students focus on learning how to use English skills they already possess, and the goal of the curriculum is to develop oral skills. The results of the employees' success will be evident as they gain more confidence to talk, and as communication between supervisors and workers increase. During the second semester, however, the work becomes more difficult as the focus shifts to the basic skills necessary to begin learning to read and write. In this semester employee progress is not as evident to the employer. It is during this crucial period that the employer must be informed that the time put into these basic skills is necessary and will have long-term effects on the overall productivity of the workers.

In order for a workplace project to be successful from an educational point of view and an employee's perspective,

the employees' gains must be measurable. We need to inform employers that this process will take time and that the results will have a positive effect on them, as well as the company.

Submitted by Susan Frost
Private Sector Liaison
Rock Valley College

Options for the Future:

Where Can Students Go After They Leave the ESL Classroom?

"Teacher, what should I take when I finish this class?" How simple this question sounds, yet how difficult it is for conscientious teachers of advanced level adult ESL classes to answer! Instructors who field queries daily about grammar, manners, morals and American cooking techniques often grow nervous at the prospect of advising their students about transitioning. They know there is no single, simple answer; each student needs and deserves different advice about where to go.

One place students can be encouraged to go after leaving the ESL classroom is to other adult education classes such as ABE and GED. While this option may seem appropriate only for the student who hasn't completed high school in his country and/or needs an American high school diploma, GED classes can also be beneficial to students who already have a high school or college diploma. For these students, the GED class can be a vocabulary class, an American history and culture class, a test-taking class. Students often use the GED class as a self-evaluation of their readiness for non-ESL classes. As one student at the College of Lake County remarked, "I needed a review of my knowledge and this was it."

"Remedial" reading and writing classes at the college level can also answer the needs of ESL students who are ready for transition. These classes may be the next step in a student's educational journey towards a two-or four-year degree, or simply a place to refine English skills at a level not possible in Advanced ESL. Clearly, ESL sections of such classes would be the ideal. However, many institutions do not have special remedial classes for LEP learners, and even if there are no special sections available, the smaller size of regular remedial classes and the willingness of teachers to give individual help to students make these classes a good transitional choice for many students. Most former ESL students feel no stigma attached to studying in remedial English since for them it's not the second or third time around, but their first exposure to the material.

Community colleges and adult evening schools provide additional types of classes that transitioning ESL students may find helpful. Vocational classes (typing, data processing, welding, auto mechanics, etc.) as well as art and music classes usually rely very little on lecturing and provide large doses of practical hands-on teaching, making them ideal choices for LEP learners. Other students find that taking a course in a subject area they know well in their own language gives them valuable vocabulary and language practice and also helps them develop confidence in their ability to function in an English-only environment.

The larger community in which students live may also provide viable alternatives for adults who are clearly ready to

The Adult Educator

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Serving Adult ESL Students: Options and the Future

Did You Know?

FY86 ISBE Annual Performance Report

	ABE/ASE Students	ESL Students	%ESL Students
Northern Area	33,198	45,827	58%
Central Area	25,775	1,994	7%
Southern Area	11,000	474	4%
Statewide	69,973	48,295	41%

Did you know

*National

- ... according to the 1980 Census, 16.5 million people in the U.S. speak a language other than English at home?
- ... 64% of these claimed Spanish as their home language?
- ... 25% of these claimed they did not "speak English well"?
- ... during 1985-86, the U.S. ESL population increased 49% over the previous year?
- ... from FY78-FY86, the U.S. adult ESL population increased from 22% of the total adult education enrollment to 41% of the total?

Illinois

- ... each year since 1980, over 30,000 new aliens established permanent residence in Illinois?
- ... over 35 language groups are presently represented in Adult ESL programs funded by the Illinois State Board of Education?

*Source: U.S. Department of Education, Division of Adult Education, October 1987.

The Impact of Immigration Reform on Adult Education

According to a report in the *NALEO Naturalization Quarterly* (Winter, 1987), the Immigration Reforms and Control Act of 1986 was first presented to the Congress in 1981, but did not become a law until five years later. This law provides undocumented aliens who arrived in the United States prior to January 1, 1982, with an opportunity for "amnesty." The date on the law reflects the date that the bill was conceived and presented to Congress.

Even though this Act is referred to as an "amnesty" law, according to Craig Mousin of Travelers & Immigration Aid (TIA), this, in fact, is a misnomer. First of all, amnesty implies that it is a gift, but this is not a gift, because people are struggling to attain legalization. Secondly, "amnesty" also suggests that the process is easy when in fact it is a long, drawn-out complicated paper chase. Finally, "amnesty" assumes that these individuals have done something wrong and therefore need to be pardoned.

When the law was enacted, there was a great deal of publicity concerning legalization for those aliens who came to the United States prior to 1982. The law states that an undocumented alien can become eligible for amnesty by providing proof of continuous residence and financial independence to the Immigration and Naturalization Service (INS). These provisions for eligibility are not always easy for applicants to produce since, often times, this type of documentation (paycheck stubs, receipts, household expense records, etc.) has been discarded so as not to be "found out." As a result, many people are being eliminated because the burden of proof rests upon their ability to provide information that they have tried to conceal. As Craig Mousin posed, "How do you create a paper trail for people who have been trying to remain undocumented?"

One of the most severe hardships under this new law is in the case where one spouse has been in the country long enough to qualify but the other spouse is ineligible and their children were born in the United States. This problem has become serious enough for the Department of Justice to ask Qualified Designated Entities (QDEs) to

Rockford Area Literacy Council

ROCKFORD BOLT & STEEL RESULTS

64	total employees
10	absent
6	office staff
48	employees interviewed
<u>2</u>	refused test
46	tested and interviewed
37	signed release forms
20	(+6 office staff) read above 9th grade reading level
11	read below 5th grade reading level
15	read between 5th and 9th grade reading level
20	read above 9th grade reading level
6	volunteered to become tutors
5	American born, want tutors
6	Foreign born, want tutors or class
12- { 5	American born, want GED class
7	American born, want GED class but have no time
12	Americans do not have a H.S. Diploma
9	FSL workers do not have a diploma from the U.S.
2	American born, have a diploma or GED but need a basic reading class

**Mid-West Plating Company
English Language Training Program
Course Outline and Schedule**

Content of Class: basic English language conversation skills
basic literacy skills
elementary writing skills

Dates: January 11- February 11

Class Schedule: classes meet Mondays and Wednesdays
Class A 3:30 - 5:00
Class B 5:00 - 6:30

Text & Materials: *Real-Life English: A Competency-Based ESL Program for Adults* by Dianne Pun-Kay
Employee Handbook of Company Policies and Safety Rules
Right to Know Training Employee's Handbook
Group Benefits Plan

SCHEDULE

January 11	Introductions/Orientation
January 13	Personal Communication/Greetings/Pre-Literacy Activities
January 18	English in the Community/work orders
January 20	Living in the U.S./uniform cards/W-4 and W-2 forms
January 22	Our Environment/fractions/numbers
January 25	Food
January 27	Shopping
February 1	Home
February 3	Health Care/insurance forms
February 8	Employment/reporting accidents
February 11	Transportation and Travel/review

MEASUREMENTS AND AMOUNTS

VOCABULARY AND PRONUNCIATION

centimeter	cm.	
meter	m.	
kilometer	Km.	
liter	l.	
gram	g.	
kilogram	kg.	
ton		
inch	in.	
inches		
foot	ft.	
feet		
decimal fractions	3.5 3.05 3.005 3.0005 3.00005 3.000005	= three and five ten <i>ths</i> = three and five hundred <i>ths</i> = three and five thousand <i>ths</i> = three and five ten thousand <i>ths</i> = three and five hundred thousand <i>ths</i> = three and five million <i>ths</i>

EMPLOYEE HANDBOOK OF COMPANY POLICIES AND SAFETY RULES

VOCABULARY AND PRONUNCIATION

attendance	on the job
unexcused absences	job termination
time cards	card punched
to punch in/out	regular time/double time
paid holidays	vacation time
company lay offs	pay raises
bereavement leave	safety glasses
gloves	aprons
to be laid off	life insurance for dependents
insurance coverage	compensation insurance
disability allowances	orderly, courteous behavior

INSURANCE FORMS

VOCABULARY AND PRONUNCIATION

dependents	to be insured
relationship	beneficiary
eff. date (effective date)	disability income

WORK ORDER FORMS

VOCABULARY AND PRONUNCIATION

P.O.	purchase order
QUAN.	quantity
REQ.	required
DATE REC.	date received
RACK NO.	rack number
B.P.	before plate
OPR.	operator
A.P.	after plate